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ABSTRACT

Describing Pima Community College's (Arizona) institutional effectiveness program, this report provides related board policy, an overview of the program, and an analysis of each of the five program components. Following introductory materials and a board statement indicating the college's commitment to ensuring institutional effectiveness through continuous assessment and quality improvement, an overview of the program is provided, including a schematic diagram of program components and a list of documents in which review results are made available. Individual descriptions are then provided for the following five components of the institutional effectiveness program: (1) an evaluation, every 5 years, of the mission statement involving broad-based community involvement; (2) annual reviews of programs and services with respect to students, faculty, curriculum, and financial operation, as well 5-year reviews of goal achievement, faculty development, and curriculum modifications; (3) periodic evaluations of faculty, the chancellor, administrators, staff, and the board of governors; (4) student outcomes assessment, including classroom mini-grants, general education, occupational education, and student information system reports; and (5) continuous evaluation of the planning process. For each section, information is provided on participants in each component, the form of documentation, and the utilization of results. Timelines, the executive summaries of four research reports, and other supporting materials are appended. (KP)

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Institutional Effectiveness Program

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PimaCountyCommunityCollegeDistrict

Institutional Effectiveness Series : 1

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Preface

To the Pima College Community:

In the past few years, we have seen change in the College on a scale that we will probably never see again. As we struggled with all that change, as we rushed from deadline to deadline, we may have felt often that we were doing it only to remedy deficiencies rather than to build a better future. Now, pausing to look back on where we have been and where we have come, we can see things in a better light.

Our Institutional Effectiveness Program does represent a timely response to the pressures of the recent past, and that is accomplishment enough. But it is even more timely, and significant, because it is our response to our community and our students. Together, we have fashioned a plan for the future, not an apology for the past. The program lays out a set of guidelines to make the most of what we have, and it will prove its real value when it leads to later programs for an ever better future.

We set out on this plan because we knew that change has no value unless it leads to improvement, and real improvement happens only after we look at ourselves and decide where we need to go. As you reflect on your role in getting the College this far, perhaps you will come to value the place we are at, and we will all have good reason to hope that our community and our students will like where we are leading them.

– Carol A. Gorsuch
Vice Chancellor

Introduction

The purpose of this document is to describe Pima Community College's commitment to support and evaluate the five areas of the Institutional Effectiveness Program and the principal means by which assessment and improvement will occur. It also contains the board policy on institutional effectiveness, an overview of the program and its development, and a summary analysis of each of the program components (including information on the participants, documentation, and utilization of results). Also included are example documents which illustrate the impact of the institutional effectiveness program on the life of Pima Community College. More details on the procedures, regulations, and types of information collected for the Institutional Effectiveness Program are presented in documents cited at the end of each section.

Institutional Effectiveness Board Policy

The program described in this document was formulated in response to the institutional effectiveness policy, which was adopted by the PCC Board of Governors on March 11, 1992:

> *The College is committed to ensuring institutional effectiveness through continuous assessment and quality improvement. Accordingly, the College will establish responsive and integrated planning, evaluation, development and project-support systems to help the College fulfill its mission in the most effective and efficient manner. The College administration is authorized to establish regulations and procedures to implement this policy.*

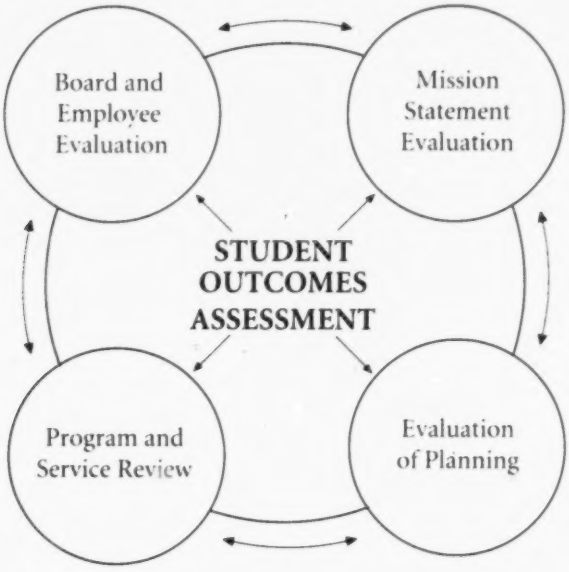
Overview of the Program

The Institutional Effectiveness Program is composed of evaluative activities in five different areas of institutional life, as follows:

- Mission success
- Program and service review
- Student outcomes assessment
- Board of Governors and employee performance evaluations
- Planning and planning evaluation

These processes have developed somewhat independently, but they now frequently relate with one another, as depicted in the schematic on the following page. At the center of the Institutional Effectiveness Program is Student Outcomes Assessment, which shares data with each of the other processes. A summary of the results of these evaluations will be made available in an annual *Report on Institutional Effectiveness* beginning at the end of the 1993/94 year. The responsibility for monitoring and coordinating the Institutional Effectiveness Program – as well as for the annual report – is assigned to the Office of the Vice Chancellor.

As illustrated in the schematic, student outcomes assessment is the central focus of the Institutional Effectiveness Program in that it is deemed to be the key measure of the College's success. The other four program components use student outcomes data, either directly or indirectly, as a part of their respective processes. Each of the processes also interacts one with another.



The results of the Institutional Effectiveness Program are made available to the College community (and, in the case of the mission success evaluation, to the community at large) via a variety of publications and documents. Among them are the following, which are available for review in the district central offices indicated.

- *Mission Success Indicators: Outcomes Status, Spring 1993* (Research & Planning Office)
- Program and Service Review (Vice Chancellor's Office)
  - Instructional Programs and Disciplines
  - Student Development Services
  - Instructional Support Services
  - Official Program and Service Review Cycle
- Employee Handbooks (Human Resources Office)
  - Appendix B: Comprehensive Faculty Evaluation Program, *Faculty Personnel Policy Statement*
  - *Administrative Personnel Policy Statement*
  - *Classified Employees Exempt Policy Statement*
  - *Classified Employees Non-Exempt Policy Statement*
- Faculty Evaluation Aggregate Reports (Human Resources Office)
- 1993 Board of Governors Evaluation (Institutional Research Office)
- Classroom Mini-grants (Academic Affairs and Student Development Office)
  - RFP for mini-grants
  - Abstracts and Summaries (Selected *Bulletin* issues)

- *Curriculum Procedures Manual* (Curriculum Services Office)
  General Education Designation Process
- Developing a Curriculum, DACUM (Occupational Education Office)
- *Longitudinal Study of Minority Student Retention and Transfer Success* (Institutional Research Office)
- *A Study of Students Concurrently Enrolled at PCC and University of Arizona* (Research and Planning Office)
- *1992 Employer Needs Assessment Results* (Institutional Research Office)
- *1992 Employer Assessments of Recent PCC Graduates* (Institutional Research Office)

This listing represents only a sample of currently available assessment data. Other less formalized assessment techniques are being discovered and implemented throughout the College.

I. Mission Statement Evaluation

Pima Community College reviews its mission and reports to the community annually. It also conducts a comprehensive evaluation approximately once every five years with broad-based community involvement to ensure that the College continues to address the needs and expectations of its publics and that it is succeeding in fulfilling its mission.

Participants

Annually, the Research and Planning Office is responsible for determining appropriate measures of the success indicators either through data already available, surveys like the Personnel Assessment of the College Environment (PACE), other surveys designed by the College, or data collected by outside consultants for this purpose.

Typically, a five-year comprehensive evaluation review committee of approximately 100 members is formed with 50 percent College personnel (including faculty, administrators, staff, and students) and 50 percent community leaders who:

- assess the current mission statement by examining the success indicators of previous years,
- identify topic areas that are or should be expressed as major commitments in the statement,
- modify the statement, if necessary, and
- develop success indicators with measurable outcomes in each area identified.

Documentation

The Office of Research and Planning provides data from a variety of sources including survey and registration information to substantiate the degree of progress made in each of the areas. Copies of the report are provided to all faculty. The Chancellor reviews these outcomes and presents a progress report to the community. The most recent progress report, in pamphlet form, is entitled Mission Success Indicators: Outcomes Status, Spring 1993, and is available from the Office of Research and Planning.

Utilization of Results

As part of the Program Review process, faculty relate mission success outcomes to their programs or disciplines and indicate what changes they intend to make, based upon the aggregate data. So, the results of the Mission Statement Evaluation are used by administrators, departments, and faculty to recommend program changes. They also provide the foundation for subsequent modifications of the Mission Statement. Examples of mission success indicator outcomes are noted in Appendix I.

II. Program and Service Review

Pima Community College conducts regular evaluations of programs and services to promote the educational quality, equity, vitality, and efficiency of the College. These evaluations measure the extent to which programs and services fulfill the College's mission.

Program and Service Review consists of two levels. All credit instructional programs receive Level I data annually in four major categories:

- Students
- Faculty
- Curriculum
- Financial/Operational Budget Characteristics

Level II is a comprehensive review combining both a quantitative and a qualitative evaluation of each program and service, conducted every fifth year by program faculty. Reviews are staggered over that period. Level II evaluations are conducted utilizing an instruction booklet with guidelines for the self-evaluation. Topics for evaluation include (1) how well the program meets mission goals, facility and personnel needs, (2) examination and evaluation of faculty professional development, (3) curriculum modifications, and (4) evaluation of course scheduling and student outcomes assessment.

Participants

The roles of various participants are summarized in the chart of responsibility which appears in Appendix II. The Chancellor's Cabinet coordinates the college-wide review program. The Office of Research and Planning is responsible for the database and survey instruments, and also analyzes, interprets, and reports survey results. The responsibility for monitoring Program and Service Review is assigned to the Assistant Vice Chancellor for Academic Affairs and Student Development.

The faculty or staff in each participating unit conduct reviews and write reports. A lead administrator, selected from among the deans of instruction or student development, is assigned to coordinate each program or service review and to work with department chairs or staff persons from all participating campuses. For programs based on a single campus, the area dean responds to faculty and staff recommendations, prioritizes the recommendations, and sends them to the provosts for action. For multi-campus programs, the lead dean meets with all the deans, reviews and responds to the recommendations, prioritizes them and sends them to the provosts.

The provosts approve recommendations, allocate funds for improvements, and resolve inter-campus issues. Any major change in program direction, as well as any consolidation or elimination of programs, is proposed to the Chancellor's Cabinet.

Documentation

Procedures and forms for Level I and Level II Program and Service Reviews are provided in packets designed for each of the three types of operations reviewed: Instructional Programs and Disciplines, Student Development Services, and Instructional Support Services. These are available in the office of the Assistant Vice Chancellor for Academic Affairs and Student Development.

Utilization of Results

Level I materials provide aggregate data to all departments and programs. This information is used to suggest adjustments that can be made at the departmental level in curriculum, scheduling, or services. Appendix III contains an example of a Level I review.

Level II reviews, conducted every fifth year, require listing and prioritizing recommendations based on the results of the review. Special funds are designated each year for capital equipment ($150,000 in 1993/94) and faculty/staff/curriculum development ($70,000 in 1993/94) in response to these recommendations. The recommendations also provide the basis for budgeting and curriculum decisions for departments and programs. Progress in implementing Level II recommendations is reported every six months on summary forms and these are presented in annual reports to departmental faculty. See Appendix IV for a sample page indicating the status of recommendations resulting from a Level II report.

III. Board and Employee Evaluation

Pima Community College acknowledges that the lifeblood of any educational institution is its personnel, who alone can provide services, conduct evaluation and planning, and carry out the improvements that define the character and quality of the institution. For these reasons employees in every classification undergo periodic evaluation as described in this section to help them achieve their full potential. The Board of Governors also plays a significant role in the life of the institution, and it, too, undergoes a periodic evaluation.

This section is divided into the following five components:

1. Faculty
2. Chancellor
3. Administrators
4. Staff
5. Board of Governors

A chart indicating responsibility for board and employee evaluation (including participants, documentation, utilization of results, and frequency) appears in Appendix V.

Faculty

The College conducts a comprehensive faculty evaluation program, consisting of (1) an annual client or student evaluation of all full-time and adjunct faculty and (2) a cumulative evaluation of full-time faculty at least once every six years. The purpose of the evaluation program is to improve faculty performance.

The instruments and approaches used in the evaluations incorporate similarities and recognize differences between faculty groups. Evaluations are based on the entire faculty assignment load.

The College administration convenes a faculty evaluation ad hoc committee annually to review the process and aggregate data and recommend changes to improve the logistics of implementation. Every five years beginning in 1998, the College will convene a faculty evaluation task force to assess the effectiveness of the evaluation program and to recommend changes as needed. The first five-year task force will make recommendations regarding the inclusion of peer review and classroom visitation components.

Participants

The results of annual student and client evaluations are provided to participating faculty through their supervising deans. Results for any faculty whose computer-generated reports identify scores falling below "satisfactory" are reviewed by the supervising dean. In some circumstances, the faculty member will be scheduled for a formal annual performance review resulting in a mutually agreed upon improvement plan.

Cumulative reviews are scheduled for all new and reassigned faculty. For continuing faculty, they occur every six years or more frequently under special circumstances. The faculty member and supervisor meet as part of the cumulative review to discuss long-term progress, trends, achievements, and special needs. Faculty evaluation results are filed in the Human Resources Office.

Documentation

The Comprehensive Faculty Evaluation Program, including forms to be used by the various faculty groups and a description of the appeals process, is attached annually as an appendix to the Pima Community College *Faculty Personnel Policy Statement.*

Utilization of Results

Individual faculty members use the evaluation results to improve their performance.

The College uses the results to:

- identify and recognize faculty who demonstrate excellence in instruction or delivery of educational support services,
- plan and improve faculty professional development activities,
- make improvements in logistics and the implementation of academic resources,
- provide a basis for consistent personnel decisions, and
- report progress to the internal and external communities.

Chancellor

Participants

The Board of Governors evaluates the Chancellor annually to ensure that he or she is enforcing institutional policy and providing effective leadership in carrying out the College mission. At the start of each academic year, the Chancellor establishes several goals that address areas of timely importance. These goals are presented to the board for discussion and approval. Once approved, they form the basis of that year's evaluation.

Documentation

The Chancellor reports progress on these goals after six months and includes accomplishments related to the goals in a report on the state of the College at year's end.

The goals initiated in this process are distributed through the Chancellor's Cabinet to the rest of the organization. Each administrator, under the supervisor's direction, adopts all goals that apply to that particular office as the core of his or her own plan for the year, so that the priorities established by the Chancellor are incorporated at every administrative level.

The Chancellor's goals for each academic year are recorded in the board minutes and are available in the Chancellor's office.

Utilization of Results

Results of the evaluation are used by the Board of Governors to determine the effectiveness of the Chancellor in developing and enforcing institutional policy and providing effective leadership.

Administration

The College conducts a formal evaluation of administrators, consisting of (1) an annual evaluation focusing on the achievement of goals and (2) a cumulative evaluation, based on performance criteria, for new or reassigned administrators and continuing administrators under special circumstances.

Participants

The annual evaluation begins early in the fall semester, when each administrator meets with his or her supervisor to establish goals that are consistent with the College mission, the Chancellor's goals, the responsibilities of the assigned position, the unit's operational goals, and the College's Strategic Traveling

Directions. Administrators or supervisors may request a mid-year review on progress toward goals in December. Recommendations to renew administrators' contracts are sent to the Board of Governors in March.

Each June, the supervisor provides a formal assessment of the administrator through written comments addressing the following: progress made toward the goals, areas requiring additional attention or emphasis, and commendation for accomplishments. The two then meet to review and discuss the supervisor's comments.

All new and reassigned administrators undergo a cumulative review, using a list of performance criteria with a rating scale for each. Subsequently, cumulative reviews occur on a three-year cycle unless scheduled more frequently for special circumstances. The supervisor and the administrator under review have an opportunity to discuss the evaluation and to provide written comments. The evaluation results are filed in the Human Resources Office.

Documentation

The rationale, process, and forms for evaluating administrators are found in the packet entitled *Pima Community College Administrative Evaluation.* This packet is available in the Office of Professional Development and Evaluation.

Utilization of Results

Results of administrator evaluations are used to:

- determine the effectiveness of goals and objectives,
- recognize excellent performance,
- improve performance,
- plan and improve professional development activities,
- make personnel decisions, and
- identify special opportunities or problems.

Classified Staff

The College conducts a formal evaluation of regular, full-time classified staff employees annually.

Participants

Near the employee's annual anniversary, the participating staff member completes a self-appraisal form, the supervisor completes a performance planning and evaluation form on the employee, and the two meet to review the completed forms. The employee has an opportunity to make comments before the supervisor's evaluation is reviewed by the appropriate administrator and filed in the Human Resources Office. The employee has the option of including the self-appraisal form as part of his or her personnel file as well.

Evaluations of exempt personnel who supervise others employ an additional set of forms containing factors suited to their functions. In establishing goals for the subsequent year, these employees, like administrators, are expected to incorporate appropriate College goals consistent with those of their supervisors.

Documentation

Self-Appraisal forms and Performance Planning and Evaluation forms are available from the Human Resources Office.

Utilization of Results

Classified staff evaluation results are used to:

- recognize excellent performance,
- improve performance,
- plan and improve professional development activities, and
- make personnel decisions.

Board of Governors

Beginning in 1998 – five years after the last NCA-required board evaluation – the Pima County Community College District Board of Governors will be evaluated formally once every five years. The primary purpose of this evaluation will be to apprise the board of the perceptions of its constituents – both within the College and in the larger community – regarding the quality of its performance so that steps may be taken to ensure continued effectiveness and to improve performance.

Participants

The principal means of evaluation will be a survey soliciting quantitative and qualitative responses from members of the board, administrators, faculty, staff, students, and community members.

Documentation

The survey instruments which have been used for board evaluations, as well as the results of the past three surveys, are available in the Office of Institutional Research.

Utilization of Results

Results are available to the community and will be presented in the annual *Report on Institutional Effectiveness*, available in the Office of the Vice Chancellor.

IV. Student Outcomes Assessment

Student achievement is the real measure of a college's success. To this end, Pima Community College has instituted new strategies to enhance existing assessment activities and has developed an action plan to produce and continuously improve a systematic, effective Student Outcomes Assessment Program. An action plan and a timetable for the Student Outcomes Assessment Program appear in Appendix VI.

The following major student outcomes assessment activities form the core of the Student Outcomes Assessment Program:

- Mission Success Outcomes
- Program and Service Review
- Classroom Research Mini-Grants
- General Education
- Occupational Education, through the DACUM Process (see below)
- Student Information System Reports

Outcomes assessment processes in two of the areas listed above are covered in earlier parts of this document. Section I, Mission Statement Evaluation, describes how mission success indicators are used to measure outcomes and achieve improvements in College educational services. Section II describes how Program and Service Review employs analysis of various outcomes to improve instruction and instruction-related services. The role of Program and Service Review in implementing and monitoring outcomes assessment based on recent curriculum advances is described under the headings of "General Education" and "The DACUM Process" below.

The main features of the remaining components of the initial Student Outcomes Assessment Program are as follows:

Classroom Mini-Grants

The College uses financial and recognition incentives to promote classroom research and assessment by individual faculty members. The Provosts' Classroom Research Mini-Grant Program provides opportunities for faculty to investigate learning outcomes formally in their classes, in related disciplines, or across disciplines. The purpose is to encourage individual faculty to identify curricular outcomes, analyze methods for meeting those outcomes, experiment with techniques, measure outcomes, and improve teaching. A further intent is to encourage and inspire other faculty to employ similar strategies or develop new classroom assessment models through professional dialogue. A maximum of 20 grants, 10 to full-time faculty and 10 to adjunct faculty, are available each year.

Participants

Full-time and adjunct faculty members are invited to submit research proposals to campus provosts every semester. The recipients are selected by a committee of faculty, staff and administrators based on the degree to which the proposal assesses student achievement or outcomes and the potential for improvement of teaching and learning. The Assistant Vice Chancellor for Academic Affairs and Student Development coordinates the process and oversees publication of the results of Mini-Grants.

Documentation

Mini-grant recipients submit abstracts which are published in the College's official newsletter, the *Bulletin*, as well as full reports that are available at all campus libraries. A sample of a mini-grant abstract is included in Appendix VIII.

Utilization of Results

Results are published in the College *Bulletin* and available at campus libraries. Regularly scheduled campus forums provide an opportunity for scholarly dialogue. Poster boards on the campuses highlight the achievements of mini-grant recipients.

General Education

All new university-parallel courses that are intended to carry general education credit, as well as course modifications for that purpose, require as components of approval both the identification of student outcomes and the means by which they will be measured. Measurable outcomes for non-transfer programs and courses are being identified with the assistance of the DACUM process (see below). Monitoring and accountability for general education outcomes are implemented through the Program Review Level II process.

Participants

All faculty, department heads, and instructional deans may propose general education curricular changes through the regular curriculum approval process, which is described in the PCC *Curriculum Procedures Manual.* Proposed university-parallel courses or course changes for general education credit need pre-approval from one of the three state universities. A subcommittee of the General Education Committee reviews the required documents to assure that they meet all general education criteria.

Documentation

The PCC *Curriculum Procedures Manual* , which includes as an appendix the General Education Course Designation Process, is available through the Curriculum Services Office.

Utilization of Results

Faculty will use outcomes assessment results to assure that students have met course and program general education requirements. During Level II Program and Service Review, departmental faculty will be responsible for evaluating general education outcomes assessment activities within each program or discipline. They may also use outcomes information to make curriculum changes, including the deletion or addition of courses.

The DACUM Process

Occupational curriculum is developed through an occupational analysis process known as DACUM (for "Developing A CUrriculuM"). In this procedure, a panel of 8 to 12 successful practitioners in a given occupation assists in developing performance objectives and competencies for curriculum development and learning outcomes assessment.

Participants

The panel members define their common duties and tasks, then determine the specific skills, knowledge, and attitudes the worker needs to perform each task. They then assist faculty in developing behavioral learning objectives and competencies based on the common learning elements.

Documentation

An overview of the DACUM process and examples of DACUM charts and subsequent task analyses with draft learning outcomes are available from the Office of Occupational Education.

Utilization of Results

The DACUM analysis is currently used for curriculum development. DACUM profile charts will also be used as a basis for student counseling and recruitment, training needs assessment, worker performance evaluation, competency test development, and job descriptions.

Occupational faculty will evaluate students based on their achievement of the identified competencies. During Level II Program and Service Review, departmental faculty will review the effectiveness of their program curricula and recommend changes.

Student Information System Reports

Comprehensive student information from registration data and other routine sources is used regularly in planning and budgeting activities. Other information has been gathered to support specific functions or services. Results of these studies are compiled in reports distributed to sponsoring offices and other interested parties in the College.

Participants

The Office of Institutional Research responds to requests from College offices for pertinent research information. The research office analyzes the data and reports the results to appropriate College personnel.

Documentation

The following studies, useful for identifying student outcomes, have been incorporated into the Student Outcomes Assessment Program:

- An ongoing retention and transfer study, with a primary focus on minority students,
- A Spring 1993 University of Arizona/Pima Community College shared student survey,
- A study of local employer needs,
- A 1992 study of employer satisfaction with PCC graduates, and
- Annual graduate satisfaction surveys.

Copies of the shared student survey are available in the Office of Research and Planning. The other survey reports – with the exception of the graduate survey reports, which are currently being prepared – are available in the Office of Institutional Research. Executive summaries of the first four studies appear as Appendix items IX through XII.

Utilization of Results

The completed studies have significant implications for future curricula and student services. As the Student Outcomes Assessment Program evolves, it will ensure that all the results are consistently analyzed and applied to improvements and that appropriate follow-up studies are carried out.

V. The Planning Process and Evaluation of Planning

Under the leadership of College administrators, planning is accomplished through a participatory process including students and employees from all classifications. Formal planning emanates from the College mission, and the processes are decentralized, yet integrated, reflecting the campus-centered organizational structure.

The Chancellor's Cabinet, with assistance from the Office of Research and Planning, facilitates and coordinates strategic planning processes at the unit, campus, and administrative support levels. Participants review information from annual (external) environmental scans, NCA self-study and accreditation reports, and the evaluation activities described in this plan, focusing on strengths, weaknesses, threats, and opportunities.

Responding to this information, participants produce, and update annually, strategic plans for each campus and for the College as a whole. The resulting strategic traveling directions provide the basis of five-year master plans for each campus, the central office (administrative support), and the College. Thus, at every level strategic plans are implemented through master plans. The master plans, in turn, are reviewed annually and modified as needed in light of emerging priorities and accomplished goals—resulting in an ongoing cycle of planning, with no real beginning or end.

Budget development on each campus and in the district central offices, along with resource development, occurs within the planning process, ensuring that, resources permitting, assessment activities lead directly to improvements.

Participants

The responsibilities for accomplishing planning tasks are divided among appropriate administrative bodies for the three areas of focus: the provosts for campus plans, the Vice Chancellor's Cabinet for central support plans, and the Chancellor's Cabinet for the College plan. Inter-campus planning review is coordinated by the provosts.

Documentation

The procedures and regulations for the College planning process are detailed in the document entitled *College Planning Guidelines*, prepared by the Office of Research and Planning and approved by the Chancellor's Cabinet in March 1993.

Utilization of Results

Each year the College reviews the results of College plans and evaluates the effectiveness of the planning process, using the previous year's plans as a standard. Each campus/support unit chooses to use one or more of the following methods in reviewing and auditing planning outcomes:

- survey research,
- documentation of campus/support unit indicators of success,
- planning evaluation focus groups, and
- planning evaluation audits.

With the assistance of an analysis summary from the planning office, each unit determines the extent to which it followed through with both funding and staffing support for planned initiatives.

Additionally, during each annual planning cycle, a special Chancellor's administrative staff meeting reviews the previous College plans, using evaluation materials and analyses provided by the Office of Research and Planning.

Conclusion

The Institutional Effectiveness Program is intended to embody a living philosophy, reflected in evolving documents produced through continuous review and assessment of the various evaluation components. Modifications will be made in each evaluation process to streamline its implementation and improve each component's effectiveness in capturing the data essential to achieving overall institutional effectiveness

Examples of Mission Success Indicators

(Directly Impacting Students)

Students will rate faculty good or excellent on evaluation items dealing with instruction.

Outcome, 1991/92

Faculty district-wide are currently rated 5.46 (outstanding) on a 6-point scale.

Each year the College will recognize and reward creative/effective teaching.

Outcomes, 1992/93

The College presented the following faculty awards in 1992/93:

- 3 awards to full-time faculty for creative/effective teaching.
- 6 campus-based teaching awards
- 23 adjunct faculty teaching awards

Seventy faculty development sessions were held in topics that included orientation to the college, teaching strategies, computer skills, identifying at-risk students and grant writing.

Each campus offered a Faculty Development Day in January with workshops and discussions.

The Professional Development Leave Program provided 11 full-pay and half-pay leaves.

The Professional Growth Incentive Program provided 694 units awarded to 126 faculty at a value of $41,640.

Program and Service Review

Task	Participants
Gather and analyze data	Research & Planning Office
Coordinate review process and provide oversight	Chancellor's Cabinet
Monitor review process	Assistant Vice Chancellor, Academic Affairs and Student Development
Coordinate campus review processes	Inter-Campus Lead Administrator
Conduct reviews of programs	Department Faculty
Write reports	Department Chairs
Establish priorities among recommendations	Deans and Provosts
Approve final recommendations	Provosts
Allocate funds	Deans and Provosts
Change program configuration or direction	Chancellor's Cabinet

Program and Service Review

Humanities

Level I - Annual Review
(Downtown Campus 1993)

The appropriate department chair/program director should review the annual Level I data display and analyze below. The completed document is to be reviewed by the appropriate associate dean and a copy filed with the campus Dean of Instruction, the campus Provost, and the Central Office Vice Chancellor.

What issues emerged from your analysis of the annual Level I data? How can these issues be addressed through the annual campus planning process? Please identify potential actions which you will recommend. Complete and return to the appropriate associate dean.

I. **Curriculum Characteristics:** (An analysis might include: number and pattern of courses assuring access; increase, decline or emphasis shift in curriculum; class size ramifications; grade distribution patterns/rationale and others.)

Humanities enrollment is stable although the data does not reflect a shift in class selection by students. The number of 250 series classes has decreased and 260 increased to meet requirements in general education. Completion ratios may reflect the number of freshman level students who enroll in these sophomore level classes.

II. **Faculty Characteristics:** (An analysis might include: full-time faculty distribution through week/day; part-time/full-time ratios and supervision/course standards implications; allocated positions; rationale for overloads; and ethnic/gender, representative of Tucson; explanations.)

The full-time faculty count does not reflect the actual situation. Only one faculty member is full-time, assigned to Humanities.

There is no black faculty member.

The ratio of full-time to part-time instructors needs attention.

III. **Student Characteristics:** (An analysis might include: access patterns; impact of ethnic/gender/age distribution on the teaching/learning; gender/ethnic withdrawal patterns; department retention efforts/results; gender and age pattern changes; major shifts in credits taken (SCH) and FTSE; graduation increases/decreases; explanation.)

The majority of students enrolled in humanities classes are in transfer programs. Ethnic distribution appears stable, with a slight increase in Black students and a decrease in the number of Asian students.

IV. **Financial Characteristics:** (An analysis might include: comparison among adopted/adjusted/expended budgets in a variety of expenditure categories; implications for budget planning; total instructional costs per FTSE; instructional costs expended in relation to budget; adequacy of work study assistance.)

FTSE declined (105.90 to 101.20) probably due to cancelled sections and a slight decrease in class size. Adopted and adjusted budgets show a sizable variation, but this is due to funding patterns. Supplies and materials need increased allocations.

Recommendation:

Space constraints render the Humanities classes fixed in number. Changes in the General Education requirements, which should have resulted in a 33% decrease in enrollment, have had little effect. This is due to an increase of course offerings in Humanities 260. The size of this subject area should justify an additional full-time faculty member, who is certified in Religious Studies as well.

1991 Program Review

Data Entry

Status of Level II Recommendations

April 26, 1993

Item Number	Brief Description of Recommendation	Pending	In Progress	Complete	Defer	Withdrawn
Fiscal						
9	A networked system – this is currently being installed and should be operational by the 91/92 session.			Dec-92		
10	The current installation and implementation of the latest versions of Data Entry software *Comments: Continuing effort to keep up-to software and equipment.*		Dec-92 Jun-93			
11	Continued financial support for updating software and equipment.		Dec-92			
12	Financial Support for Instructional aids to Lab assistants.			Dec-92		
13	Expand the classroom.			Dec-92		
14	Increase the supply money to meet the needs. *Comments: 93/94 operational budget is "flat." No increase available.*				Dec-92	
15	Not adequate space for wheelchairs and other extra equipment needed for physically impaired students. *Comments: Expanded facility and new furniture.*			Dec-92		
16	There is not enough room at each student station for a student to work comfortably.			Dec-92		
17	Additional space is needed			Dec-92		

Board and Employee Evaluation
Chart of Responsibility

Participants	Evaluators	Documentation	Utilization of Results
Faculty	• Students • Administrative Supervisors	• Comprehensive Faculty Evaluation Program • Annual Student-client Evaluation • Cumulative Evaluation (every six years)	• Administrative Review • Mission Success Indicators Report • Program and Service Review
Chancellor	• Board of Governors	• Chancellor's Annual Goals	• Board Review
Administrators	• Administrative Supervisors	• Annual Goals Evaluation • Cumulative Professional Review (every three years)	• Administrative Review • Mission Success Indicators Report
Staff	• Supervisor	• Annual Performance Planning and Evaluation Forms • Self-Appraisal • Supervisory form	• Supervisor Review
Board of Governors	• Administrators • Faculty • Staff • Students • Community Members	• Board Evaluation Survey (every five years)	• Mission Success Indicators Report

Action Plan for a Student Outcomes Assessment (SOA) Program

Goal I: **Establish a viable Student Outcomes Assessment Program.**

A. Describe the initial SOA Program.

1. Identify student outcomes data sources currently recognizable at all levels of the College.
2. Determine which data have been applied to improvements.
3. Record and disseminate the results.

B. Complete the initial SOA Program.

1. Locate additional SOA data sources not previously recognized.
2. Analyze all useful SOA data not yet applied to improvements and complete the process.
3. Record and disseminate the results.

Goal II: **Evaluate the system.**

A. Evaluate the existing program.

B. Identify and eliminate data or activities that are no longer helpful.

C. Identify additional data sources needed for improvement.

Goal III: **Improve the system.**

A. Establish mechanisms to collect and analyze the data.

B. Apply the data to improvements.

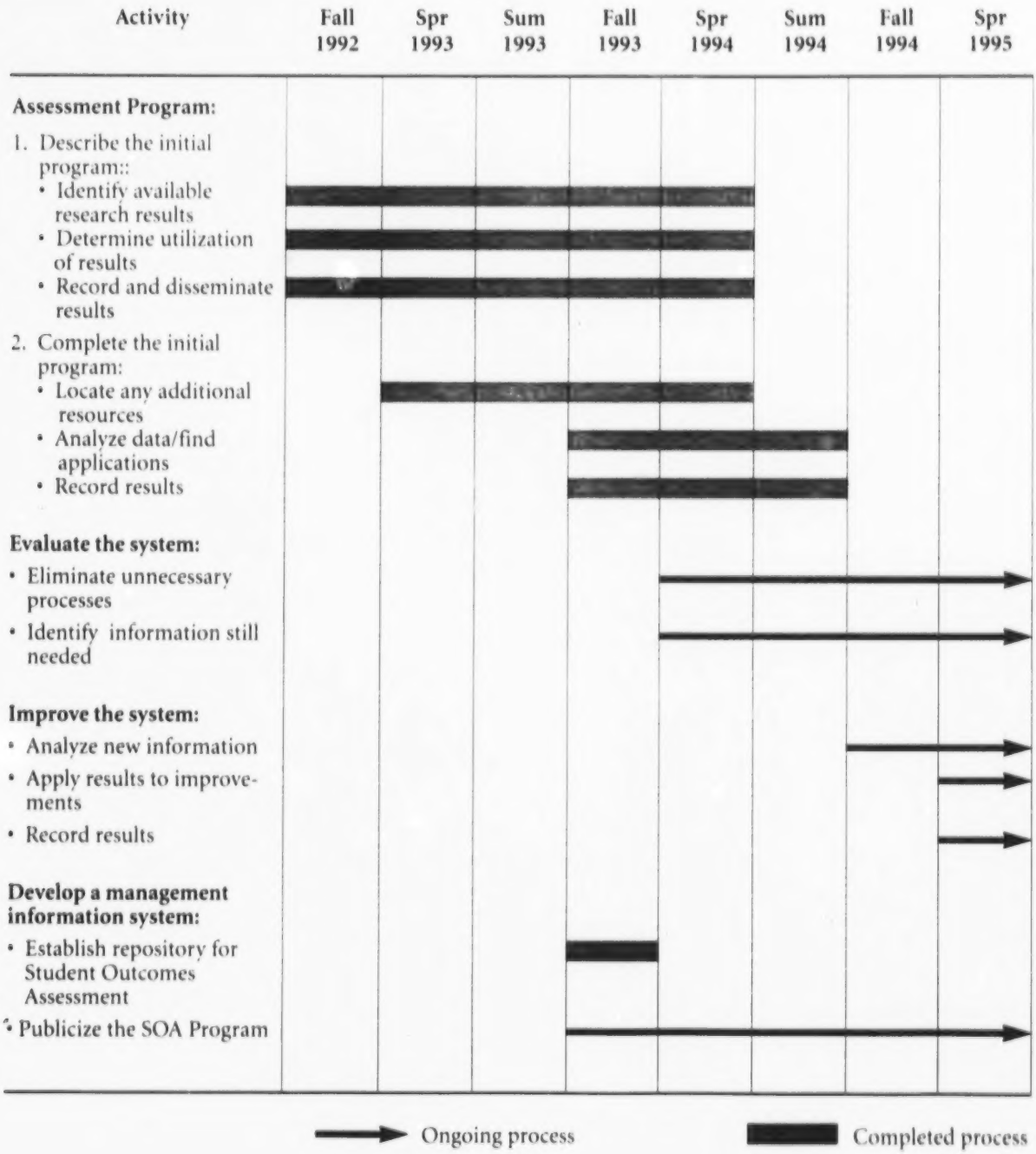
C. Record and disseminate the results.

Goal IV: **Develop an effective management information system to support and promote the SOA process.**

A. Establish a single repository for SOA data, make data more accessible, coordinate the uses of data, and record the results of SOA studies effectively.

B. Develop methods to ensure broad awareness of the SOA program among faculty and the College community.

Timetable for Student Outcomes Assessment Program



Student Outcomes Assessment Program 1993/94

Data Flowchart

Data	Source	Sponsor	Target Audience	Available Via	Action Required	Frequency
Mission Success Outcomes	Institutional Research Data	Chancellor	College and Community	Chancellor's Report	Changes in teaching/learning and services	Annually
Classroom Assessment Mini-grants	Written and Forum Reports of Mini-grants	Provosts	All Faculty	Written reports in libraries	Improvements in teaching and learning	Semester following report
General Education Course Designation	Course Approval and Modification Forms	College Curriculum Council (CCC)	All Faculty	Campus Curriculum Specialists	Changes in curriculum and course design	With course approvals and modifications
Charts of General Education and Skills (DACUM)	Faculty & Employers of Student Completers	Occupational Program Directors	Occupational Faculty and Advisory Groups	Occupational Program Directors	Course Additions or Modifications	Cyclic with Program Review
Program and Service Review	Institutional Research	AVC, Academic Affairs and Student Development	All Faculty	Instructional Deans	Status Reports	Annually (Level I) and every five years (Level II)
Employer Needs Assessment and Satisfaction Studies	Employer Surveys	Institutional Research	Occupational Faculty	Instructional Deans	Program Modifications Development and Marketing	Annually
Transfer Student Study	Transfer Student Surveys	Institutional Research	Academic Faculty	Instructional Deans	Program/Course Modifications	Annually
UA/PCC Shared Student Survey	Shared Student Surveys	PCC and U of A Institutional Research	Academic Faculty	Instructional Deans	Program/Course Modifications and Articulation Agree.	Annually
Graduate Satisfaction Survey	Institutional Research	AVC, Academic Affairs and Student Development	All Faculty	Instructional Deans	Changes in teaching/ learning and services	Annually

Sample of Mini-grant Abstract

- **Mathematics Program Assessment (Dan Davidson)**

Project Description:

The Community Campus employs more than 100 adjunct faculty to teach a spectrum of math courses, from Math 40 to Math 220. This project will employ uniform pre- and post-tests to assess the performance of math students throughout the District. Analysis of the test results will either establish conclusively that Community Campus students receive equivalent instruction or, if necessary, indicate what steps must be taken to improve the Community Campus math program.

Student Assessment:

The project will assess the students' learning outcomes through administration of a uniform one-half hour pre-test and a one hour post-test in Community Campus math classes and many similar classes offered by full-time faculty at other campuses. Among the insights gained from this project will be: whether differences exist between classes taught by full-time and adjunct faculty, whether particular topics or courses should be targeted for review and improvement, and information about the rate of improvement of skills of students across the District.

Project Status:

A committee of Community Campus math faculty were hired this summer to develop the examination sets for Math 60, Math 70, Math 130 and Math 150. The committee decided that in addition to a one hour post-test, a one-half hour pre-test would be an interesting addition. The pre-test would consist of material based upon the previous math course. It would be administered after the first two weeks of class, giving the students some time to review. We decided that a study of the relationship between preparation for a course versus outcome would provide a more useful assessment than that gained by similar pre- and post-tests.

Faculty are now reviewing the exams for accuracy and content for use in the spring semester,1994.

A Longitudinal Study of Minority Student Retention and Transfer Success

Executive Summary

The Institutional Research Office of Pima Community College (PCC) was funded to study minority student retention and transfer success at the College by a PCC Minority Education Initiative Fund grant. The primary purpose of this research was to establish baseline information that may be used to evaluate and improve retention and transfer programs for PCC minority students. The results of this study show that:

1. PCC is doing a very good job of providing access to the College for ethnic minorities within the community. The proportion of students composing each minority subgroup equaled or exceeded the corresponding proportion of college age residents in Pima County. In addition, the proportion of minority students in the 1988 cohort who enrolled each semester remained relatively stable over time.

2. Both minority and non-minority students are retained at approximately the same rates. Retention rates ranged from 50% for the semester following initial enrollment at PCC to 14% four years later. Only 6% of students in the original cohort were continuously enrolled for four years.

3. After four years, 6% of full-time students and 3% of all students received a degree or certificate from PCC. In addition, the graduation rates were comparable between total minority students and non-minority students, although there were differences among ethnic subgroups.

4. The transfer rate to the University of Arizona (UA) after four years averaged 7% for total cohort students and 16% for students who completed 12 PCC credits. For both groups, non-minority students transferred at a somewhat higher rate than did minority students. There were also differences among ethnic subgroups. It should be remembered that these rates represent only those students who transferred to UA and do not include transfers to other institutions.

5. Four years after first enrolling at PCC, approximately one-fourth of the students in the original 1988 PCC cohort were (a) enrolled at PCC, (b) PCC graduates, and/or (c) UA transfers.

6. Overall, the total cohort earned a 2.86 average while attending PCC. The average GPA for non-minority students (2.93) was somewhat higher than that for minority students (2.71). The total cohort also completed approximately two-thirds of the credits they attempted, with non-minority students completing a somewhat higher proportion than minority students.

7. Cumulative GPAs for minority and non-minority students transferring to UA were similar, averaging 2.59. Additionally, these students completed 89% of the credits they attempted at UA.

8. While there were differences among ethnic subgroups in several areas, the reasons for these differences cannot be fully interpreted without having additional information about other key variables, such as the students' educational objectives. For example, Asian American students graduated at a higher rate than did Native American students. However, it is not known if this difference can be attributed to fewer Native Americans intending to earn a degree or certificate or to some other reason. ***Thus, such differences need to be interpreted with caution.***

9. It should be remembered that the graduation and UA transfer rates reflect only four years' data. If this cohort is tracked for additional years, the graduation and transfer rates will likely increase. Thus, the figures in this report should be considered interim and not final.

Policy Implications

There are also several policy implications that may be drawn from this study, including:

1. This study provides baseline information and answers the "what" questions concerning student retention, graduation, and transfer. However, it does not answer "why" the rates are as they are or "why" there are differences among subgroups. Thus, College personnel need to conduct qualitative research to investigate the "why" questions before major policy changes affecting retention, graduation, and transfer are made.

2. The results of this study may be interpreted in different ways depending on which measures are considered to reflect student success at the College. For example, the reported graduation rates might be considered satisfactory if the majority of students intending to graduate did so. However, these same graduation rates might be judged to be unsatisfactory if they were considered independently of the students' intent. While this report has not made these judgements, these results may be used in conjunction with existing measures and criteria that evaluate student success, such as those found in the Indicators of Success. In addition, other success criteria may need to be developed.

3. It is beyond the scope of this research to address all of the practical implications of this study. Consequently, PCC policy makers and practitioners are encouraged to consider ways that these results may be put to practical use.

A Study of Students Concurrently Enrolled at Pima Community College and the University of Arizona

Spring 1993

Executive Summary

In an effort to meet mutual information needs, the Pima Community College (PCC) Office of Research and Planning and the University of Arizona (UA) Center for Research on Undergraduate Education agreed to collaborate on a study of students who were concurrently enrolled at the UA and PCC during the Spring 1993 semester. The specific purposes of the study were to 1) identify those factors which motivate UA students to take courses at PCC; 2) identify the role of UA and PCC advisors, faculty members, and students in students' decision to take course at PCC; 3) determine the level of satisfaction with courses taken by UA students at PCC: and 4) document any additional factors which may affect the educational experience of concurrently enrolled undergraduate students.

Of the population of 2255 concurrently enrolled students in Spring 1993, a random sample of 500 students was generated for a brief telephone interview. The research staffs at UA and PCC each conducted approximately 200 interviews for a residual sample of 393 students (or 79 percent) of the original sample. Data from the PCC student information system on the 500 selected students were also used in the analysis.

Students concurrently enrolled at PCC and the UA reflect several characteristics different from the general PCC student body. There are relatively fewer minorities (15 v. 32 percent); they are younger (mean of 26 years v. 29 years); and are more clustered at the Downtown and Community Campuses.

Seventy-one percent had attended PCC in previous semesters, compiling an average of 25.6 credit hours and a mean GPA of 3.2. Forty-six percent of the dually enrolled students is taking three credits or fewer at PCC. More than half (55 percent) attends in the morning hours and 32 percent in the afternoon. PCC courses in Math, Spanish, Writing, and History hold the greatest attraction for UA students.

University students are drawn to PCC by the lower cost, and smaller, easier-to-get classes. Advice and influence of UA or PCC faculty and advisors appear to have only modest influence on the students' decision to attend PCC. Student peers have a much stronger influence.

Ninety-eight percent of the concurrently enrolled students report satisfaction with PCC classes and 99 percent either would or might recommend PCC to other students. Verbatim student comments attribute these high satisfaction levels to the atmosphere created by PCC faculty and staff. The atmosphere is characterized as friendly, personalized, absent stress and tension, yet preserving the academic quality that students need. Some respondents suggested that advising was an area which might be strengthened.

1992 Employer Needs Assessment Results for Pima County Employers

Executive Summary

A survey of Pima County employers was conducted in Fall 1992 to assess their training needs, employment needs, and opinions about Pima Community College (PCC). The survey was designed to meet several needs at PCC simultaneously, including providing information for

(1) Program and Services Review, (2) the development of new instructional programs within the College, and (3) marketing purposes. Results from the 329 respondents showed that:

1. PCC is doing a very good job of meeting the business community's needs.
2. While the respondents' familiarity with resources and services offered employers was variable, employers who were familiar with the services rated most of them as very good. However, it is recommended that the College increase its efforts to familiarize employers with the lesser known resources, such as occupational advisory committees, customized employee training, the Small Business Development and Training Center, and the PCC Job Bank.
3. Knowledge and skill areas most valued by employers included: (1) quality of employees' work, (2) having a positive attitude toward work, (3) following directions, (4) working as a member of a team, (5) oral communication, (6) completing tasks in a timely manner, (7) punctuality, and (8) applying knowledge/skills. The College may want to consider incorporating into the curriculum some of the above referenced areas that are not currently being addressed.
4. Because PCC is currently meeting less than 10% of the typical employer's total training needs, there may be additional opportunities for the College to offer training programs to meet these needs.
5. The respondents believe that PCC can better meet their needs by providing graduates with more hands-on experiences, such as co-op classes and internships. Employers also indicated that graduates are in need of better communication skills and good work ethics.

Overall, PCC seems to be serving Pima County employers well through being sensitive to community needs, offering a variety of courses, and producing well trained graduates. At the same time, the College appears to have opportunities to tailor future training programs and curricula to be even more responsive to employers.

1992 Employer Assessments of Recent Pima Community College Graduates

Executive Summary

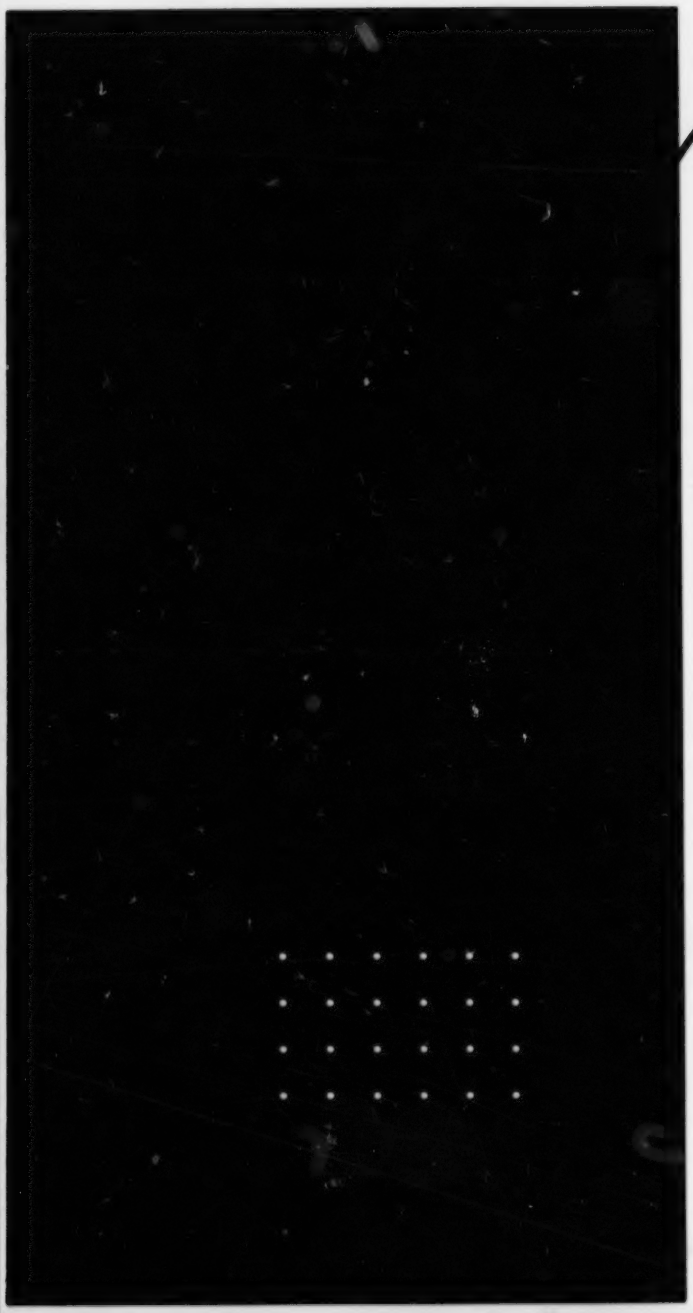
The Institutional Research Office of Pima Community College (PCC) surveyed Pima County employers in Fall 1992 to assess the on-the-job performance of recent PCC graduates from selected instructional programs. The survey was designed to provide useful information for Program and Services Review, and Occupational Education evaluation, as well as other efforts to improve instructional programs. Results from the 91 respondents showed that:

1. Overall, recent graduates of selected PCC programs are performing adeptly in the work place, based upon their supervisors' assessments. Additionally, more than 90% of the graduates included in this study were employed in jobs that are either directly related or somewhat related to their training at PCC. Thus, PCC appears to be doing a good job of preparing graduates for employment in selected fields of study, if these findings are representative of all graduates in the sampled programs.

2. The graduates' performances were rated as "very good" (4 on a 5-point scale) in most of the areas assessed. However, their work knowledge and skills were rated somewhat higher than were their general education knowledge and abilities. This latter finding corresponds to the importance placed on both of these areas by employers, as reported in another study[1]. Therefore, it would seem to indicate that the graduates' performance relates favorably to employer expectations.

3. Respondents who supervise nursing graduates recommended that PCC can better meet their needs through providing more training in specific skill areas and more hands-on training, such as practicums and clinical internships. Thus, College faculty and campus administrators may want to consider this suggestion when revising program curricula.

[1] 1992 Employer Needs Assessment Results for Pima County Employers



PimaCountyCommunityCollegeDistrict
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